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ABSTRACT

This teaching unit on the supermarket is part of the Marketing and Distribution Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains seven lessons designed to expose students to some of the terminology and background related to a supermarket worker. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (IRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#171

A CAREER UNIT FOR GRADES K-2

THE SUPERMARKET

(Marketing and Distribution Occupations Career Cluster)

CE 025 890

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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March, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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MARKETING AND DISTRIBUTION OCCUPATIONS
CAREER CLUSTER

THE SUPERMARKET

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MARKETING AND DISTRIBUTION OCCUPATIONS CAREER CLUSTER

THE SUPERMARKET

TEACHER'S GUIDE

RATIONALE

Most children are interested in the supermarket and have visited a supermarket. In this unit the pupils will be exposed to some terminology and background related to a supermarket worker. Job appreciation and worker-consumer attitude will also be explored.

GOALS

Through this unit, pupils will:

- Learn about the overall operation of a supermarket.
- Become aware of the goods and services provided by a supermarket.
- Acquire an understanding of the tasks performed by employees of a supermarket.
- Gain an appreciation and understanding of the consumer/retailer relationship.
- Become aware of career opportunities in the drug store.
- See the relationship between educational skills and working and/or shopping in a supermarket.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

- Identify five jobs necessary to the functioning of a supermarket.
- Name at least 25 items sold in a supermarket.
- Name at least four workers necessary to the functioning of a supermarket and be able to tell something about their responsibilities.

- List some safety rules and gain an understanding of their necessity.

- Name at least three skills necessary in order for the employee to do his/her job and for the customer to make his/her purchase.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and post-test.)

Use this informal inventory to determine the class awareness of the supermarket business.

1. Name some items sold at a supermarket.

2. List some jobs necessary to run a supermarket.

3. Name some skills that the employees at the supermarket would need to have in order to do these jobs.

4. Tell how the supermarket provides a service to the community.

5. Tell how the store is protected against robbery.

6. Tell how the store is protected against fire.

7. Tell some rules that are necessary in order to make the supermarket safe.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Use the following materials and equipment in this unit:

-Films and filmstrips, as listed.
-Books, as listed.
-Task Cards
-Permission slips.
-Film and filmstrip projectors.
-Record player
-A variety of art materials.
-Magazines.

Films:

Let's Visit a Shopping Center
Behind the Scenes at the Supermarket
David Goes to Market
Food Store

Filmstrips:

My Dad Works in a Supermarket
Food Store
Mr. Storekeeper
Stores in a Little Town
Supermarket

Books:

Title	Dewey Number	Author
I Want To Be a Storekeeper	658.87	F. Exhart
Behind the Scenes in a Supermarket	658.87	R. Sanders

AVAILABLE IN INSTURCTIONAL RESOURCE CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

MP 6166	Let's Visit a Shopping Center (1964)
MP 6169	Lettuce from Field to Market (1963)
MP 6577	Where Does Our Food Come From (1956)
MP 6578	Where Does Our Meat Come From (1959)
MP 6492	Story of the Wholesale Market (1961)

COMMUNITY RESOURCES

Use the following resource persons in this unit:

- Parents
- Manager and employees of local food markets

INSTRUCTIONAL STRATEGY: LESSONS 1 - 7

Lesson 1

PURPOSE

To familiarize children with the supermarket operation, workers, merchandise, safety, and other factors of operation.

MATERIALS

1. Arrangements for a field trip to a supermarket.*
2. Letter to parent (send home with permission slip.
3. Task card 1 to be used as a study guide for the field trip.

INTRODUCTION

Say: "Today we will begin our study of the supermarket. We will take a walking trip to the nearby store and learn as much as we can about the operation of a supermarket. As you watch the workers, keep in mind the skills we learn in school that are needed to run the supermarket."

CLASS ACTIVITIES

1. Go over the questions on the task card.
2. Visit the supermarket.

SUMMARY

1. Review the questions on the task card.
2. Decide what other things the students want to find out about the supermarket.
3. Discuss the skills used by people at work in the supermarket.

*Note: If necessary, a resource person could substitute for the field trip.

LETTER TO PARENTS

Dear Parents:

Our class is beginning a unit in career education entitled, "Jobs in a Supermarket". We will be learning about the different workers in a supermarket and becoming aware of the multitude of products available. It would be very helpful if you would take your youngster with you on your next trip to the supermarket.

Following is a list of things we will be discussing in our unit.

Safety in a Store: The need for clear aisles, prompt cleaning of spills, etc.

Departments: Meat, Produce, Grocery and the products found in each.

Sections: Frozen foods, dairy case, pet foods and supplies, canned goods, etc.

Skills Needed by Store Employees: Math, reading, social skills, etc.

Skills Needed by Shopper: Math, reading, etc.

Responsibilities of Various Workers: Store Manager, Meat Manager, Produce Manager, Grocery Manager, Office Workers, Clerks, Meat Cutters, Meat Wrappers, Janitors, Receivers, Box Boys or Girls.

Thank you for your interest and assistance.

Very truly yours,

(signed)

Teacher

Lesson 2

PURPOSE

To familiarize pupils with the jobs necessary to the functioning of a supermarket and the skills necessary for each job.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Task cards 2 through 5.

INTRODUCTION

Say: "Today we will talk about the different jobs in a supermarket. Help me list the ones you know."

CLASS ACTIVITIES

1. Have pupils name supermarket jobs as the teacher lists them. Jobs should include store manager, meat department manager, produce manager, grocery manager, clerks, box boys and girls, office workers, receiver, janitor, meat cutter, and meat wrapper.*
2. Ask the pupils to name at least one skill each of these people would need to do his or her job.
3. Do task card activities concerning supermarket workers.

SUMMARY

1. Individual reports from children using task cards.

*These jobs may vary somewhat from store to store. If class has been on a field trip the list should reflect jobs observed by the class.

Lesson 3

PURPOSE

To enable pupils to discover the responsibilities of each of the workers in a supermarket.

MATERIALS

1. List developed in Lesson 2.
2. Task cards 2 through 5.
3. Magazines.
4. Scissors.
5. Paste.
6. Mural paper.

INTRODUCTION

Say: "Let's study our list of supermarket workers and try to decide what each job includes."

CLASS ACTIVITIES

1. Discuss responsiblities of each job.
2. Do task card activities.
3. A group of children will look through magazines and select pictures to be used in a mural to illustrate jobs and merchandise in a supermarket.
4. Do role-playing and pantomime to show various supermarket working situations.

SUMMARY

1. Briefly review list of workers, pupils naming one responsibility of each worker.
2. Reports from pupils using task cards.
3. Evaluate mural. Talk about jobs pictured.

Lesson 4

PURPOSE

To familiarize pupils with the need for safety precautions taken by the store in order to insure maximum safety for workers and employees.

MATERIALS

1. Task card 6.*
2. Colored paper.
3. Crayons

INTRODUCTION

Say: "Yesterday I went shopping for groceries. As I entered the store I slipped and nearly fell in some soap powder that had leaked from a carton that had a hole in it. Then I had a hard time pushing my cart because some empty boxes were blocking the aisle. There was a display of canned dog food carelessly stacked and I noticed a loose can rolling on the floor. I was afraid someone would trip on it so I picked it up to set it on the stack and when I did the whole stack fell over. I was so embarrassed! The noise was deafening but even worse, one of the cans hit my toe and it's still sore! I guess I was lucky I wasn't hurt more seriously."

CLASS ACTIVITIES

1. Discuss the introductory story in terms of safety.
2. Have small groups of pupils make safety posters.
3. Do task card.
4. Have pupils share stories from task card.

SUMMARY

1. Pupils share posters and tell how the store uses safety rules and why the rules are necessary.

*Task card should be given to a group of pupils in advance so they can prepare their stories. Teacher, parent, or cross-age tutor could assist.

Lesson 5

PURPOSE To familiarize the pupils with the items sold in a supermarket and how the customer needs and uses them.

MATERIALS

1. Task cards 7 through 14.
2. Chalk and chalkboard.

INTRODUCTION Say: "Let's talk about some of the items you can buy at a supermarket. You name things and I'll write them as quickly as I can on the chalkboard. Let's see how many we can list in 5 minutes."

CLASS ACTIVITIES

1. Quickly list items sold.* (Designate one pupil to be time keeper!)
2. Discuss and assign task cards.
3. Small groups work on task card activities. (Some groups can work independently after the card is introduced. Other groups will need the assistance of a parent volunteer or cross-age tutor. If assistance is not available the teacher may assign fewer cards.)

SUMMARY

1. Share results of task cards.

To the teacher: You may wish to see how many more items can be added to the list, in five minutes, the following day.

Lesson 6

PURPOSE To develop pupil's awareness of the departmentalization in a supermarket and the grouping together according to a plan.

MATERIALS Task cards 15 through 22.

INTRODUCTION Say: "Today we will learn about the different departments and sections in a supermarket. Who can tell me what some different departments (meat, produce, grocery) or sections (cleaning products, pet supplies, dairy, frozen foods, canned goods, etc.) are in a supermarket? Does your mother or father sometimes take a shopping list to the store? How could they organize the items on their list to save time?

CLASS ACTIVITIES

1. Have a class discussion based on the Introduction.
2. Do task cards.

SUMMARY Reports from pupils using task cards.

Lesson 7

PURPOSE

To enable pupils to assess their knowledge and understanding of the supermarket and its operation.

MATERIALS

1. Tape recorder.
2. Tape from pretest.
3. Entry Level Assessment.
4. Task cards.

INTRODUCTION

Say: "Today we will find out how much we've learned about the supermarket. Let's listen to the tape we made before the unit began. Let's find out how much more we know now about the supermarket."

CLASS ACTIVITIES

1. Listen to the tape.
2. Use Entry Level Assessment for post-test. (This may be taped.)
3. Free use of task cards.

SUMMARY

Pupils should feel free to comment on what they have learned. They should feel free to talk about things they liked or disliked about certain lessons or the unit.

This card is a study guide for the field trip.
A copy of this card should be given to the store manager at least 3 days before the trip.

LET'S DISCOVER A SUPERMARKET

You need:

-eyes

-ears

-nose

-feet

1. How many people work at a supermarket?
2. Do they all have the same responsibilities?
3. Tell me about some of the jobs different people do.
4. How many items are sold at the store?
5. How is the store protected against theft?
6. How is the store protected against fire?
7. In what ways is the store made safe for workers and shoppers?
8. Why is it important to have a supermarket in our neighborhood?
9. Where is the merchandise put when it first reaches the store?
10. What job would you like to do in a supermarket?

ACT IT OUT!

You need:

- -artistic skill as an actor
- -knowledge of jobs in a supermarket

Select a job. Pantomime some part of what the worker does. See if someone can guess what job you're doing!

STORE MANAGER
Makes sure that the store runs smoothly and that all workers are happy.

PRODUCE MANAGER*
Manages Produce Department

MEAT MANAGER
Manages Meat Department

GROCERY MANAGER
Manages rest of store (except for meat and produce departments).

OFFICE WORKER
Writes letters
Counts Money
Pays employees

CLERKS
Check customers out at the cash register.
Stock shelves
Mark prices on items.

BOY BOYS AND GIRLS
Put groceries in bags.
Help customers take groceries to car.
Return carts to store.
Return merchandise to shelves.

MEAT WRAPPERS
Wraps meat and marks prices.

MEAT CUTTER*
Cuts meats.

JANITOR
Cleans the store every day.

RECEIVER**
Brings goods into store.
Checks each order.

*This job classification used to be called butchers.

**Only stores handling large volumes of merchandise have a receiver.

ARE YOU A GOOD ACTOR?

You need:

-acting skill

-11 pieces of paper (each piece of paper has the name of a supermarket worker written on it)

Choose a piece of paper. Act out the job. (You may ask some of your classmates to help you!)

Store Manager	Janitor	Clerk
Produce Manager	Office Worker	Meat Cutter
Meat Manager	Receiver	Meat Wrapper
Grocery Manager	Box Boy or Girl	

WHICH JOB IS FOR YOU?

You need:

-a knowledge of jobs in a supermarket

Choose the job in a supermarket
that you'd like best.

Tell what you would do in that job.

What skills would you need?

YOU BE THE BOXER

Bag these groceries for this lady. She does not want anything broken or crushed.

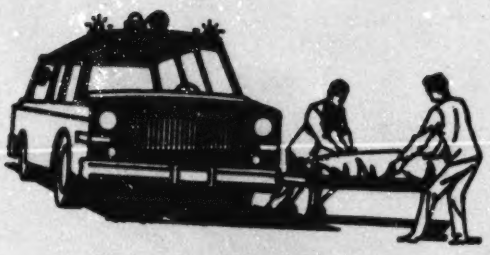
Which things will you put in the bottom of the bag?

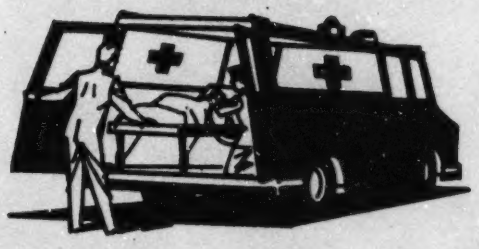
Which things will you put at the top? Why?

SAFETY FIRST!

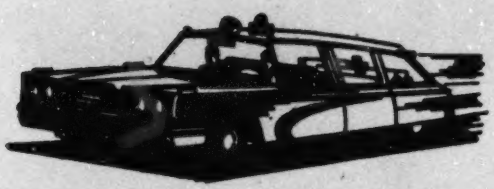
You need:

-a good imagination





This meat cutter must be careful with those sharp knives!



What story do these pictures tell? Who was hurt? Why?

Tell a short story about what might happen if some safety rules were not followed by the store workers.

Something spilled on the floor.

Empty boxes are left in the aisles.

Shelves stacked carelessly.

Broken glass on the floor.

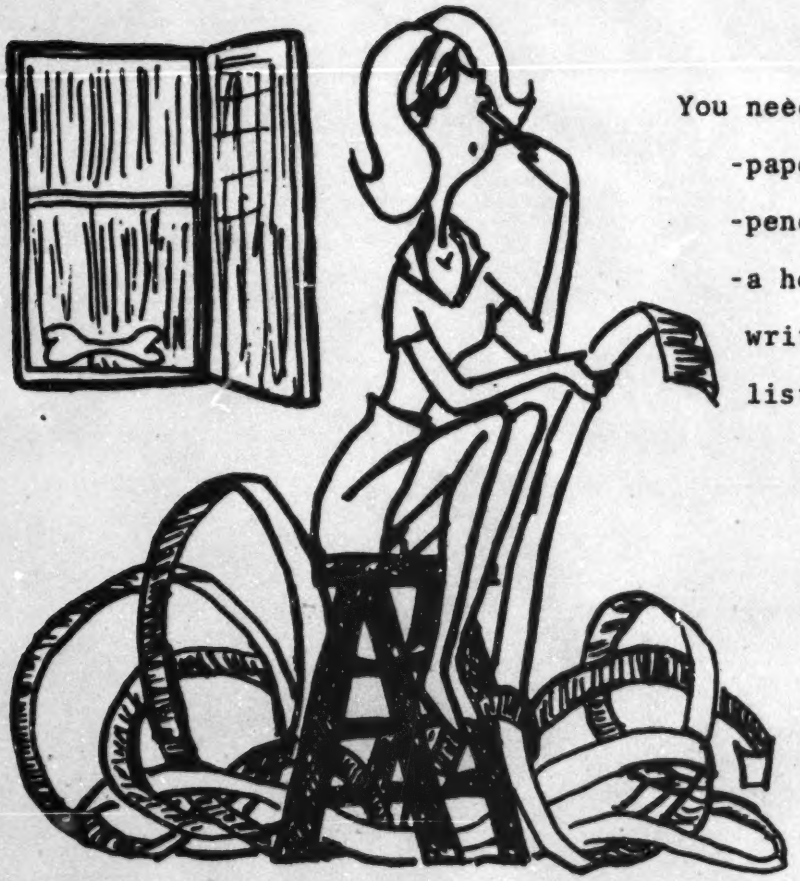
HAVE A RACE!

You need:

- -a partner
- -a tape recorder (optional)
- -a clock

The average supermarket carries hundreds of different items. In two minutes name as many different items as you can. Give your partner the same chance. Who can name the greatest number of items? Be sure to time each other!

GOING SHOPPING?



You need:

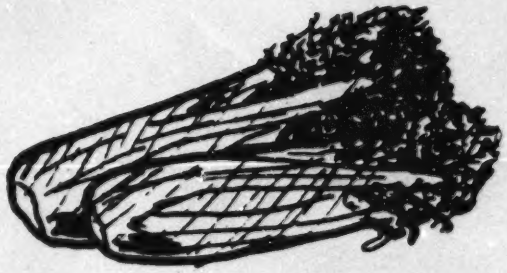
-paper

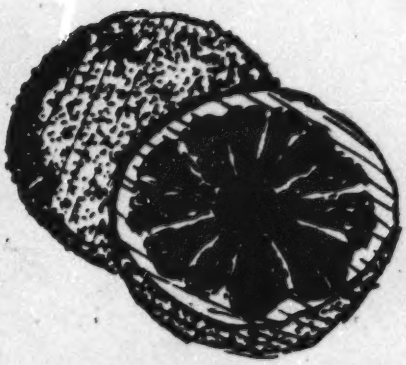
-pencil

-a helper to write your list for you

Your cupboard is bare! You must plan a trip to the supermarket to fill it. What will you buy? You have the money you need. Name the things you will buy for your cupboard so you will have plenty to eat for the week. Your helper will write the shopping list for you.

Food Fun





You need:

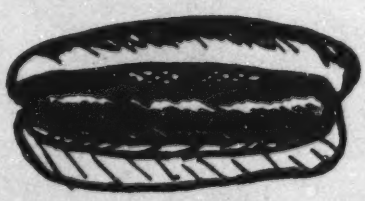
-paper

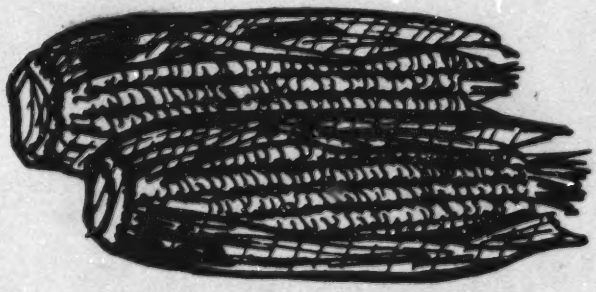
-scissors

-paste

-magazine

Look through the magazine. Find some pictures of things sold at a supermarket. Cut the pictures out and paste them on the paper.





Father's Day Gift specials

You need:

-acting skill

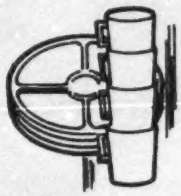
-friends who also enjoy acting

REMEMBER DAD ON HIS DAY...

Father's Day is next Sunday!* Mother is going grocery shopping. You have $3.00 saved and you will go with Mother to find a present for your father. Act it out!

*Maybe you would like to pretend it is Mother's Day!

EVERYTHING FOR YOUR COOK-OUT IS AT YOUR SUPERMARKET



Cups and plates

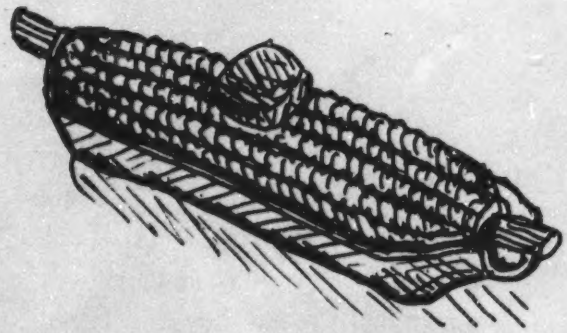
You need:

-pencil

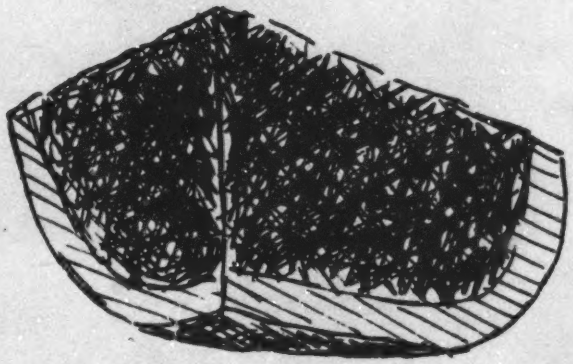
-paper

-a helper to write for you

Next Sunday is your birthday! Your mother and father have planned a cook-out for a party. Who will you invite? What will you serve to eat? Make a shopping list of all the things you must buy at the store.



Corn



Watermelon

PICNIC PICKIN'S

FOR GREATER OUTINGS

You need:

- -large paper
- -pencil
- -crayons
- -a helper to write for you

You get to plan a family outing. Where will you go? Plan a trip to the supermarket to get the things you will need to take. Draw pictures of all the things you will buy. Ask your helper to label your illustrations for you. Have fun!

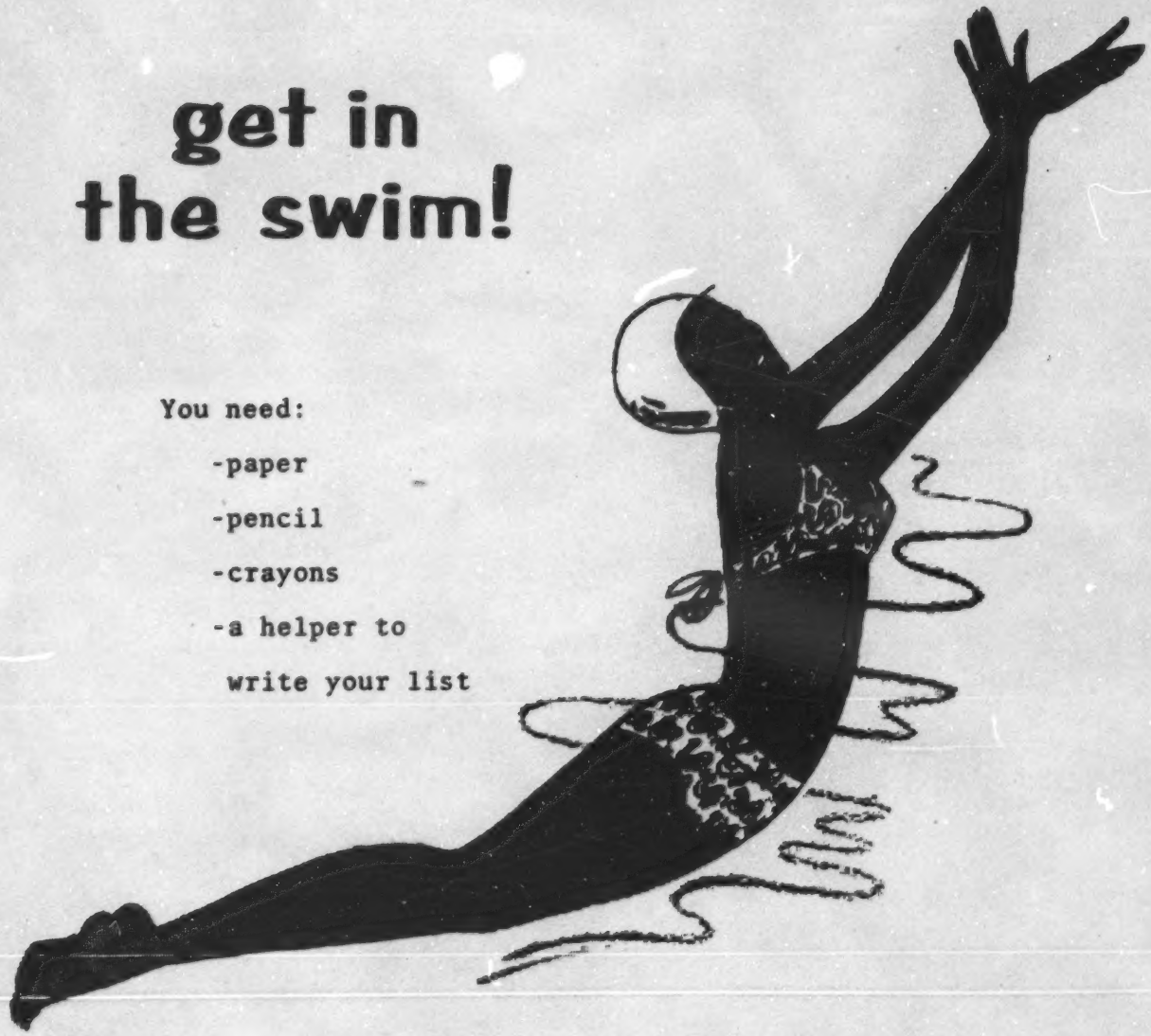
You need:

-artistic skill as an actor

-some friends who also like to act

Mother and father have worked hard all day and they are very tired. They do not want to cook dinner. You need to go to the supermarket to get something to eat that does not require much preparation. What will you get? Role-play this situation with your friends. Your class can be your audience.

get in the swim!



You need:

-paper

-pencil

-crayons

-a helper to write your list

You are going to the beach! On your way you stop at the supermarket to shop for what you will need. What will you buy? Name the things you need. Your helper will write your list for you. Color a picture of your family at the beach.

You need:

-magazines

-scissors

-paste

-several pieces of paper

-an older person to help sort and label your pages

Look in the magazines for pictures of things sold in a supermarket. Cut them out. Organize them by sections within the supermarket. Paste each group of pictures on a separate piece of paper. Ask your helper to label each page.

You need:

-someone to talk with

Get to know your meat department!

Name as many kinds of meat as you can think of.

Tell your favorite kind of meat. What are some safety rules a meat cutter must follow?

You need:

-a large piece of paper

-crayons

Draw pictures of at least 10 kinds of foods found in the produce department of a supermarket.

VITAMINS & HEALTH AIDS SALE

You need:

-paper

-pencil

-a helper to write for you

FOR BETTER HEALTH

What items are sold in a supermarket that help you have better health? Make a list. Here are some hints.

guard your health!

-What things do you need for healthy teeth?

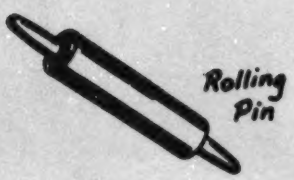
-What things do you put on a cut?

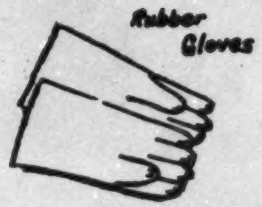
-What do you need when you are sick?

-You got a bad sunburn! What will help?

-What do you use for clean, healthy skin?

GADGET GALA





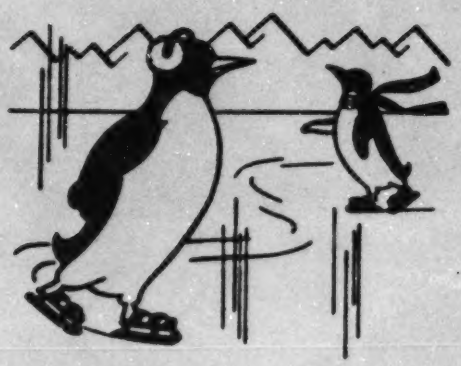
You need:

-paper

-pencil

-a helper to write for you

Supermarkets sell many things besides things to eat. Name as many things as you can that we do <u>not</u> eat that are sold in a supermarket. (Your mother or father may help you make a list!)



FROZEN FOODS

You need:

- -paper
- -pencil
- -a helper to write for you
- -crayons

Many foods at the supermarket are kept frozen. Name at least 10 frozen foods you have seen at the store. Your helper will write the list for you. Why are some foods kept frozen?

Draw a picture of your favorite frozen foods.

DAIRY FOODS

You need:

- -paper
- -pencil
- -a helper to write your list for you
- -crayons

Dairy foods are foods that are made from milk. Your supermarket has lots of dairy foods. Name as many dairy foods as you can. Your helper will list them.

Draw a picture of your favorite dairy food! or Draw a picture of a cow!

SAVE ON THESE NEEDS FOR PETS!

You need:

-paper

-crayons

You have one dog, two kittens, a guinea pig, and two fish. You love your pets and are going to the supermarket to get supplies for them. What things will you buy? Name them.

Draw a picture of your pet family.

Leave Nothing But Footprints

You need:

-grocery bags (small)

-crayons or paint

At the store our groceries are put in brown paper sacks. These sacks make great litter bags! Make one to keep in your family car or your room. Decorate it with a picture of the season. Empty it often!